National Child Care Information Center

A service of the Child Care Bureau

CURRICULA/TEACHING APPROACHES
for EARLY CARE and EDUCATION

Recent research has shown that even the youngest children are capable of learning complex language, concepts, and skills. Well planned, evidence-based curriculum can contribute significantly to positive outcomes for all children. The challenge to early childhood educators is to determine what children should be taught in the years from birth through age 8 and to incorporate that into a teaching approach that blends child initiative, individualization, and direct instruction with sufficient follow-up to ensure mastery. Curriculum should also be tied to individual assessment, program evaluation, and professional development. The following is information about selected research-based curricula/teaching approaches for early childhood educators in child care centers and family child care. All the curricula listed below have been shown to be effective in Head Start programs, or have been approved by a State agency for use in State funded programs, or have been evaluated in major research projects. The curricula are listed in alphabetical order.

CURRICULA

■ *Active Learning*
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill
CB#8180
Chapel Hill, NC 27599-8180
919-966-2622
World Wide Web: http://www.fpg.unc.edu/~ecers/rw_als.htm

The *Active Learning* Series from the Frank Porter Graham Child Development Institute, published by the Pearson Learning Group, devotes a volume to each specific age group—infants, ones, twos, threes, fours, and fives, as well as children with disabilities. Each volume contains over 300 clearly formatted activities that have been carefully field-tested to ensure their effectiveness in care and education. These materials are intended for use in home visiting programs or center-based early care and education programs. Each guide includes a planning guide, activities, a system for matching activities to stages of development, materials needed, suggestions for language and interaction, and activity checklists. Sections include activities for listening and talking, physical development, creativity, and learning from the world around them. There is also space for teachers to develop their own activities to go along with each section.

■   **Bank Street College of Education**
      610 West 112th Street
      New York, NY 10025-1898
      212-875-4400
      World Wide Web: http://www.bankstreet.edu/index_flash.html

For more than 80 years, Bank Street College of Education has been a leader in child-centered education. Bank Street's mission is to discover the environments in which children grow and learn to their full potential, and to educate teachers and others to create these environments. *Bank Street School for Children Curriculum Guide* covers curriculum for children from age 3 through lower, middle, and upper school. The areas covered in the curriculum are social studies, literacy, mathematics, science, Spanish and French, art and shop, music, library, and physical education. The guide is available on the Web at http://www.bankstreet.edu/gems/sfc/CurriculumGuide5.0.pdf.

■   **Bright Beginnings**
      Student, Family and Community Services
      Charlotte-Mecklenburg Schools
      700 Marsh Road
      Charlotte, NC 28209-1851
      980-343-5950
      World Wide Web: http://www.cms.k12.nc.us/programs/brightbeginnings/index2.asp

Bright Beginnings, developed for the Charlotte-Mecklenburg Pre-Kindergarten Program, is designed to provide a child-centered, literacy-focused curriculum to ensure that all children in Mecklenburg County enter kindergarten ready to learn. The Bright Beginnings Pre-K Program is a full-day, literacy-based initiative for 4-year-olds who have identified educational needs. Eligibility is determined based on a formal screening process. Information about curriculum objectives is available on the Web at
http://www.cms.k12.nc.us/programs/brightbeginnings/curriculum.asp.

■   *The Creative Curriculum*®
      Teaching Strategies, Inc.
      P.O. Box 42243
      Washington, DC 20015
      800-637-3652 or 202-362-7543
      World Wide Web: http://www.TeachingStrategies.com

The Creative Curriculum® series, developed by Teaching Strategies, Inc., includes specific resources for curriculum development for infants and toddlers, preschool-age children, school-age children, and children in family child care. This curriculum focuses on how children learn, what children learn, the parent's role, the teacher's or provider's role, and the physical environment. It also matches the curriculum to Head Start Performance Standards and Child Development Associate (CDA) credential requirements. Information about correlations between The Creative Curriculum® for Preschool and individual State Preschool Standards are available on the Web at http://www.teachingstrategies.com/pages/page.cfm?pageID=226. Related Teaching Strategies resources include:

- *The Creative Curriculum® for Infants & Toddlers* [*El Curriculo Creative® para niños de cero a tres años*](1999), by Amy Laura Dombro, Laura Colker, and Diane Trister Dodge;
- *The Creative Curriculum® for Preschool* [*El Creativo Curriculum® para educacion preescolar*] (2002), 4th ed, by Diane Trister Dodge, Laura Colker, and Cate Heroman;
- *The Creative Curriculum® Developmental Continuum for Ages 3–5*;
- *Building the Primary Classroom: A Complete Guide to Teaching and Learning* (1999), by Toni Bickart, Judy R. Jablon, and Diane Trister Dodge; and
- T*he Creative Curriculum® for Family Child Care* (1991), by Diane Trister Dodge and Laura Colker.

■   *Curiosity Corner*
Success for All Foundation
200 West Towsontown Boulevard
Baltimore, MD 21204-5200
800-548-4998, ext. 2319
World Wide Web: http://successforall.com/Curriculum/CuriosityCorner.cfm

Curiosity Corner provides a developmental approach emphasizing language and literacy as well as physical, emotional and interpersonal development, math, science, social studies, music, movement, and art. Explicit principles have been articulated to guide decision-making and practice. Effective instruction is built around the concepts of cooperative learning, active teaching, and a supportive structure. *Curiosity Corner* provides teachers with thematic units aligned with State and national early learning guidelines. The curriculum was developed in response to the New Jersey Supreme Court's decision to require free preschool programs for 3- and 4-year-olds in all 30 "Abbott" districts. The program was piloted in the winter of 1999 and then implemented and evaluated in 1999-2000 and 2000-2001. The evaluations found significantly higher ratings of Curiosity Corner classes on the *Early Childhood Environment Rating Scales* (ECERS), compared with matched control groups, and significantly higher scores on the *Mullen Scales of Early Learning Expressive Language Scale* (2001), by Chambers, Chamberlain, Hurley, and Slavin. Non-significant differences also favored Curiosity Corner children on the *Mullen Receptive Language Scale*. Additional information is available on the Web at http://successforall.com/Curriculum/PDFs/CC_Sum_of_Research.pdf.

■   **Developmentally Appropriate Practices (DAP) Approach**
Developmentally appropriate practices contribute to children's overall development. The following documents have information about developmentally appropriate practices.

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (July 1996), a Position Statement of the National Association for the Education of Young Children (NAEYC), gives the following information when defining developmentally appropriate practices:

    Besides acquiring a body of knowledge and skills, children must develop positive dispositions and attitudes. They need to understand that effort is necessary for achievement, for example, and they need to have curiosity and confidence in themselves as learners. Moreover, to live in a highly pluralistic society and world,

young people need to develop a positive self-identity and a tolerance for others whose perspective and experience may be different from their own.

A high-quality early childhood program is one that provides a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families.

Many factors influence the quality of an early childhood program, including (but not limited to) the extent to which knowledge about how children develop and learn is applied in program practices. Developmentally appropriate programs are based on what is known about how children develop and learn; such programs promote the development and enhance the learning of each individual child served.

DAP result from the process of professionals making decisions about the well-being and education of children based on at least three important kinds of information or knowledge:

1. What is known about child development and learning;
2. What is known about the strengths, interests, and needs of each individual child; and
3. Knowledge of the social and cultural contexts in which children live.

Furthermore, each of these dimensions of knowledge—human development and learning, individual characteristics and experiences, and social and cultural contexts—is dynamic and changing, requiring that early childhood teachers remain learners throughout their careers. (pp. 4–5)

This Position Statement is available on the Web in HTM format at http://www.naeyc.org/about/positions/daptoc.asp and in PDF format at http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF.

• *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, Revised Edition (1997), eds. Carol Copple and Sue Bredekamp, expands on this position statement and offers recommendations on how one can incorporate developmentally appropriate practice into the classroom.

  For additional information on these resources, contact NAEYC at 800-424-2460 or on the Web at http://naeyc.org

• "Developmentally Appropriate Practice: What Does Research Tell Us?" (October 1997), an ERIC/EECE Digest, by Loraine Dunn and Susan Kontos, is available on the Web at http://ceep.crc.uiuc.edu/eecearchive/digests/1997/dunn97.pdf.

- Developmentally Appropriate and Culturally Responsive Education: Theory in Practice (April 1996), by Rebecca Novick, for the Northwest Regional Educational Laboratory (NWREL), is available on the Web at http://www.nwrel.org/cfc/publications/dap2.html.

■ *Hawaii Early Learning Profile (HELP)*
VORT Corporation
P.O. Box 60132-TW
Palo Alto, CA 94306
650-322-8282
World Wide Web: http://www.vort.com

HELP® (0–3) is a center-based curriculum for children from birth through age 3. It is a curriculum-based assessment used to identify needs and track growth and development. It provides play-based activities and intervention strategies for each of the 685 skills in six developmental domains: cognitive, language, gross motor, fine motor, social, and self-help. It promotes a cross-disciplinary, integrated approach that can be used by physical, speech, and occupational therapists; early childhood educators; infant specialists; psychologists; social workers; and nurses.

HELP® for Preschoolers (for ages 3–6 years) is a curriculum-based extension of *HELP: 0-3*, and used by professionals with children who are "at risk," children who may have developmental delays, or preschoolers without delays. It is designed to be used by those working in early childhood settings or by multi-disciplinary teams. As a curriculum-based assessment, it covers 622 developmental skills for ages 3–6 years—structured as a direct extension to the HELP skills 0–3. It covers 622 skills in the six developmental domains: cognitive, language, gross motor, fine motor, social, and self-help.

■ *HighReach*® *Learning (HRL)*
P.O. Box 410647
Charlotte, NC 28241-0647
800-729-9988
World Wide Web: http://www.highreach.com/Scripts/default.asp

The *HRL* curriculum, designed for children ages 12 months to 5 years, emphasizes a blend of teacher-facilitated and child-initiated activities. The curriculum is delivered through monthly theme-based curriculum programs integrating language, literacy, mathematics, science, creative arts, physical, health, and social/emotional domains while attending to children's approaches to learning and individual learning styles. The curriculum provides training for teachers and materials to facilitate teachers' documentation of student learning.

The Effect of Participation in High Reach Learning Pre-Kindergarten Curriculum on Students' Kindergarten Assessment Scores (February 2003), by Bruce T. Yelton, Linda Driscoll, Mary E. Logue, Stephen K. Miller, Praxis Research, Inc., found that when controlling for the largest subset of other curricula used, *High/Scope*, HRL produced statistically significant positive results for students. This research is available on the Web at http://www.highreach.com/pdfs/2003RSFull.pdf.

■   *High/Scope®*
     High/Scope® Educational Research Foundation
     600 North River Street
     Ypsilanti, MI 48198-2898
     734-485-2000
     World Wide Web: http://www.highscope.org

The High/Scope® educational approach is a set of guiding principles and practices that adults follow as they work with and care for infants/toddlers, preschoolers, and elementary, and adolescent students. These principles are intended as an "open framework" that teams of adults are free to adapt to the special needs and conditions of their group, their setting, and their community. "Active learning"—the belief that children learn best through active experiences with people, materials, events and ideas, rather than through direct teaching or sequenced exercises—is a central tenet of the High/Scope® approach for all age levels.

Children in High/Scope® settings are engaged in a consistent routine that includes time for children to plan, carry out, and reflect on their own learning activities as well as time to engage in small- and large-group activities. In this kind of environment, children engage in "key experiences"—activities that foster developmentally important skills and abilities. High/Scope® has identified 58 key experiences in child development for the preschool years and a wide range of practical strategies for promoting these key experiences. The key experiences are grouped into 10 categories: creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. The High/Scope® preschool approach is used in both public and private half- and full-day preschools, nursery schools, Head Start programs, child care centers, home-based day care programs, and programs for children with special needs. A national survey found that 37 percent of Head Start programs in the late 1990's used the High/Scope® approach. Additional information on the early childhood educational program is available on the Web at http://www.highscope.org/EducationalPrograms/homepage.htm.

Resources that examine the effectiveness of High/Scope® programs are available on the Web at http://www.highscope.org/Research/homepage.htm.

■   *Learningames*
     MindNurture, Inc.
     204 Spring Lane
     Chapel Hill, NC 27514
     919-967-0126
     World Wide Web: http://www.fpg.unc.edu/products/product_detail.cfm?apubsid=522

Learningames, developed by Joseph Sparling and Isabelle Lewis, first published in 1979 and revised in 2004, has been used as the Abecedarian Project curriculum. It is a home-based, center-based, or parent groups' curriculum for children birth through 5 years. Activities are derived from developmental milestones in the domains of social/emotional development and cognitive/ creative development, language, and motor skills. Each game provides caregivers with an example of how to enhance child development. The illustrated games of the revised Learningames are being published in 12-month spans. In addition to the games, the completed curriculum will include a *User's Guide and an Assessment Instrument.*

■	**The Marazon Systems**
MAPS For Life
P.O. Box 667
Perrysburg, OH 43552
419-661-1945
World Wide Web: http://www.marazon.com

The Marazon Systems (Classroom System, Home Visitor System, Family Child Care System, Christian System, Catholic System, and Parent System) are developmentally appropriate planning and assessment systems designed for a variety of educational settings for children of all ages. The Systems provide parents and professionals with the tools to support and challenge children's growth, development, and learning. *The Marazon Systems* describe and celebrate children's assets. It is focused on describing children's interests and developmental characteristics, and then using the every day curriculum of the home, school, and the community to support and challenge children's interests and development. The System celebrates 96 child development characteristics across six domains or areas of the child's growth. The six domains are Affective (relating to self), Social (relating to others), Creative (originating from self), Cognitive (thinking), Language (communicating), and Physical (doing). The four steps of the System—Plan, Environment, Assessment, and Partnership—assist practitioners in developing intentional plans to help children grow and develop as individuals.

■	**Montessori Method**

American Montessori Society (AMS)
281 Park Avenue South, 6th Floor
New York, NY 10010-6102
212-358-1250
World Wide Web: http://www.amshq.org

Association Montessori International/USA (AMI)
410 Alexander Street
Rochester, NY 14607-1028
800-872-2643 or 585-461-5920
World Wide Web: http://www.montessori-ami.org/ami.htm

The Montessori Method develops children's senses, academic skills, practical-life skills, and character. The founder, Maria Montessori, observed "sensitive periods" that children possess at an early age. These are periods when children display strong interests in a particular aspect of the environment (e.g., language, play, objects), exclude others in their involvement, and lose interest once they master it. Montessori teachers carefully develop environmental settings, using Montessori materials, which are designed to encourage children to learn on their own. Montessori teachers show children how to use the materials, allow children to select materials of interest, and then expect them to return the materials to their appropriate locations after they complete a task. Multi-age groupings support social responsibility and interdependence. Information about AMS principles is available from the following:

- *AMS Position Papers* highlight various educational practices, including Montessori vs. traditional education; learning and assessment; choice; concepts and practices; family/school partnerships; inclusion; infant programs; mathematical, science, and music education; multi-age grouping; and technology. These position papers are available on the Web at http://www.americanmontessorisociety.org/member_positionPapers.htm.

■ ***The Program for Infant/Toddler Caregivers (PITC) Curriculum***
WestEd PITC
180 Harbor Drive, Suite 112
Sausalito, CA 94965-1410
415-289-2300
World Wide Web: http://www.pitc.org

The PITC Curriculum was developed by WestEd, Center for Child and Family Studies, in collaboration with the California Department of Education Child Development Division. It is a comprehensive training system developed to assist caregivers of children under the age of 3 to provide infants and toddlers with healthy, emotionally secure, and intellectually rich experiences in care. The training covers four modules: Social-Emotional Growth and Socialization; Group Care; Learning and Development; and Culture, Family, and Providers.

The goal of PITC is to help caregivers recognize the crucial importance of giving tender, loving care and assisting in the infants' intellectual development through an attentive reading of each child's cues. The training materials provide the foundation for a style of care in which caregivers study the infants in their care, reflect on and record information about the children's interests and skills, and search for ways to set the stage for the child's next learning encounters.

■ **Project Approach**
The goal of the Project Approach is to learn more about a topic through active learning. It is an in-depth investigation of a topic by a small group of children within a class, by the whole class, or occasionally by an individual child. The Project Approach builds on the familiar experiences of the children and provides multiple ways of active interaction with people, objects, and the environment. It is an integral component to a curriculum that provides a context for applying mathematical concepts and other skills. The project approach involves themes and preplanned lessons and activities.

Resources for additional information include:

- *Young Investigators: The Project Approach in the Early Years* (2001), by Judy Harris Helm and Lilian G. Katz, published by the National Association for the Education of Young Children (NAEYC), discusses how projects emerge, develop, and culminate in groups from toddlerhood through 1st grade. Teachers share their strategies for handling key challenges of project work: identifying a rich topic, organizing the classroom, setting up field visits, encouraging children to represent their learning in various ways, and involving parents. Also included is a planning journal with step-by-step guidance for doing a first project with young children. Additional information is available from NAEYC at 800-424-2460 or on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=111.

"Curriculum Disputes in Early Childhood Education" (December 1999), an ERIC/EECE Digest, by Lilian G. Katz, discusses the debate between the academic or instructivist perspective and the constructivist approach. This Digest is available on the Web at http://ceep.crc.uiuc.edu/eecearchive/digests/1999/katz99b.html.

- The Project Approach topic of Clearinghouse on Early Education and Parenting (CEEP)'s Web Site in the Popular Topics section at http://ceep.crc.uiuc.edu/poptopics/project.html provides a brief description about the Project Approach and information on other publications.

■ **Reggio Emilia Approach**

The Reggio Emilia Approach places emphasis on children's "symbolic languages" in the context of a project-oriented curriculum. Learning is viewed as a journey; and education as building relationships with people (both children and adults) and creating connections between ideas and the environment. Through the Reggio Approach, adults help children understand the meaning of their experience more completely through documentation of children's work, observations, and continuous teacher dialogue. In addition, the Reggio Approach is about guiding children's ideas with provocations—not predetermined curricula. There is collaboration on many levels: parent participation, teacher discussions, community members, and city administrators.

Reggio Children s.r.l. , which is the Italian organization which promotes the Reggio Approach to early childhood education by sponsoring study tours and other learning opportunities, was founded in Italy in 1994 to protect and enrich the educational theory and practice, as well as the cultural and human relationships accumulated over years of experience in the Reggio Emilia Municipal Infant/Toddler and Preschool Centers in Italy. Reggio Children/USA is an arm of Reggio Children s.r.l. Reggio Children/USA that distributes publications from Reggio Emilia, as well as information about the Reggio Approach to Early Childhood Education. Additional information is available on the Web at http://zerosei.comune.re.it/inter/index.htm or http://www.reggioalliance.org/.

Useful resources on the Reggio Emilia Approach include:

- The Reggio Emilia topic of Clearinghouse on Early Education and Parenting (CEEP)'s Web Site in the Popular Topics section at http://ceep.crc.uiuc.edu/poptopics/reggio.html includes information and resources related to the approach to early childhood education developed in the preschools of Reggio Emilia, Italy.

- *Innovations in Early Education: The International Reggio Exchange*, by the Merrill-Palmer Institute of Wayne State University, provides a forum on the Reggio Approach for educators around the world. For additional information, contact the Merrill-Palmer Institute at 313-872-1790 or on the Web at http://www.mpi.wayne.edu.

- "Beginning to Implement the Reggio Philosophy" (September 1998), in *Young Children*, by Lynn Staley, published by NAEYC, explains the *Reggio Approach* philosophy—how

young children learn best, how young children express what they know, how young children benefit from documentation, and who the partners in learning are. The article also provides examples of projects to use in the classroom. Additional information is available on the Web at http://www.journal.naeyc.org/search/item-detail.asp?page=1&docID=2174&sesID=1098304662243.

■ *Step by Step*
Children's Resources International, Inc. (CRI)
5039 Connecticut Avenue NW, Suite One
Washington, DC 20008
202-363-9002
World Wide Web: http://www.childrensresources.org/stepbystep.html.

The *Step by Step Program* is a comprehensive educational reform program that introduces child-centered teaching methods in emerging democracies and supports community and family involvement in preschools and primary schools. At present, 82,000 teachers, faculty, and student teachers, and more than 500,000 children participate in *Step by Step's* child-centered programs in the emerging democracies in Central and Eastern Europe, Central Asia, Haiti, and South Africa. *Step by Step* methods encourage children to make choices, take responsibility for their decisions, express their ideas creatively, help each other, develop critical-thinking skills, and practice independent thinking. *Step by Step* was developed in partnership with the Open Society Institute and Soros Foundations. Publications include:

- Making a Difference: A Parent's Guide to Advocacy and Community Action;
- Creating Child-Centered Programs for Infants and Toddlers;
- Learning Activities for Infants and Toddlers: An Easy Guide for Everyday Use;
- Creating Child-Centered Classrooms: 3–5 Year Olds;
- Creating Child-Centered Materials: 3–6 Year Olds;
- Creating Inclusive Classrooms;
- Creating Child-Centered Classrooms: 6–7 Year Olds;
- Creating Child-Centered Classrooms: 8–10 Year Olds; and
- Education and the Culture of Democracy: Early Childhood Practice.

CRI is a nonprofit educational organization dedicated to improving the quality of educational experiences and opportunities for children and their families in the United States and internationally. CRI produces curriculum guides, activity books, training materials, and college courses for educators, administrators, caregivers, and parents.

■ **Waldorf Schools**
The Association of Waldorf Schools of North America (AWSNA)
3911 Bannister Road
Fair Oaks, CA 95628
916-961-0927
World Wide Web: http://www.awsna.org

The concept of Waldorf education was developed by Rudolf Steiner in Europe in the 1920s. Today there are more than 500 Waldorf schools worldwide and more than 100 Waldorf schools in the United States. The aim of Waldorf education is to educate the whole child—head, heart

and hands. The curriculum is geared to the child's stages of development and brings together all elements—intellectual, artistic, spiritual and movement. The goal is to produce individuals who are able to impart meaning to their lives. The curriculum is designed for children from preschool through high school.

- *Waldorf Education – An Introduction* (1991), by Henry Barnes, describes the philosophy and curriculum of Waldorf schools. It states:

  > When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own. Waldorf schools are designed to foster this kind of learning. Waldorf education has its roots in the spiritual-scientific research of the Austrian scientist and thinker Rudolf Steiner (1861-1925). According to Steiner's philosophy, man is a threefold being of spirit, soul, and body whose capacities unfold in three developmental stages on the path to adulthood: early childhood, middle childhood, and adolescence.

  This resource is available on the Web at http://www.awsna.org/education-intro.html.

ADDITIONAL ORGANIZATIONS

- **National Association for the Education of Young Children (NAEYC)**
  1509 16th Street NW
  Washington, DC 20036
  800-424-2460
  World Wide Web: http://naeyc.org

NAEYC is a nonprofit professional organization dedicated to improving the quality of care and education provided to our nation's young children. NAEYC has over 100,000 members, teachers, administrators, parents, policy-makers, and others committed to bringing high-quality early education and care to all young children. NAEYC resources relating to curriculum include:

- *Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8; Position Statement with Expanded Resources* (November 2003) is based on the 2003 Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). It includes the statement of position; recommendations; and indicators of effectiveness of the position statement; as well as an overview of relevant trends and issues; guiding principles and values; a rationale for each recommendation; frequently asked questions; and developmental charts for curriculum, assessment, and evaluation. This resource is available on the Web at http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf.

- *Developing Constructivist Early Childhood Curriculum: Practical Principles and Activities in the Early Childhood Education Series* (2002), by Rheta DeVries, Betty Zan, Carolyn Hildebrandt, Rebecca Edmiaston, and Christina Sales, provides a constructivist interpretation of developmentally appropriate preschool and kindergarten curriculum,

incorporating descriptions of how activities are transformed over time and how children's reasoning develops. Part one of the book focuses on theoretical and practical foundations for developing constructivist early childhood curriculum. Parts two and three offer detailed descriptions of classroom activities and principles of teaching followed by constructivist teachers. Each part begins with an introduction which sets the stage for the following chapters, details the stages in children's reasoning, and presents general teaching principles. Chapter topics include principles of teaching, assessment and documentation, classroom activities, music, cooking, water and block play, and math. Additional information is available on the Web at http://naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=164.

- *Assessment of Practices in Early Elementary Classrooms* (2001), by John W. Schuster, Kelly L. Maxwell, Mary Louise Hemmeter, and Melinda Jones Ault, can be used to evaluate the degree of developmental appropriateness in inclusive and general-education K–3 classrooms. It also can be used as a self-assessment tool for teachers. It includes a comprehensive score sheet for rating classrooms. Topics are organized under physical environment, instructional content, and social context. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=163.

- *Places to Grow–The Learning Environment* (1996) is a 30-minute video that focuses on the importance of the classroom environment, how the room is arranged, organization of space, scheduling of time, types of materials and equipment, and how adults interact with children. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=866.

- *Reaching Potentials: Transforming Early Childhood Curriculum and Assessment–Volume 2* (1995), eds. Sue Bredekamp and Teresa Rosegrant, looks at the national standards developed in math, science, health, visual arts, music, social studies, physical education, and language/literacy. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=227.

- *Reaching Potentials: Appropriate Curriculum and Assessment for Young Children–Volume 1* (1992), eds. Sue Bredekamp and Teresa Rosegrant, has information about engaging children actively in the learning process, providing multiple developmentally appropriate learning experiences, and encouraging children to pursue their own interests in the context of life in the community and the world. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=225.

- *Infant Curriculum: Great Explorations (1993) and Toddler Curriculum: Making Connections* (1991) are videos that illustrate the concepts of appropriate practices and active curriculum. Additional information is available on the Web at http://www.naeyc.org/shoppingcart/Itemdetail.aspx?Stock_No=847.

■　　**Preschool Curriculum Evaluation Research (PCER)**
　　　World Wide Web: http://pcer.rti.org/

The PCER Program is a four-year scientific evaluation of the efficacy of currently available preschool curricula. The U.S. Department of Education's Institute of Education Sciences (IES) has funded seven grantees nationwide to implement and evaluate one or more preschool curricula. Each grantee will randomly assign children or classrooms to the experimental condition of the tested preschool curriculum or to a control condition using the existing classroom curriculum. Curricula that will be studied include *Bright Beginnings*, *The Creative Curriculum®*, *Doors to Discovery, Florida Early Literacy & Learning Model (ELLM)*, *High/Scope®*, *Ladders to Literacy*, *Let's Begin with the Letter People*, *Pre-K Mathematics*, and *the Project Approach*. Additional information about grantee proposed studies is available on the Web at http://pcer.rti.org/grantee.htm.

■　　**What Works Clearinghouse**
　　　2277 Research Boulevard, MS 6M
　　　Rockville, MD 20850
　　　866-992-9799
　　　World Wide Web: http://www.whatworks.ed.gov/

What Works Clearinghouse was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policy-makers, and the public with a central, independent, and trusted source of scientific evidence of what works in education. Their Early Childhood—Interventions for Improving Preschool Children's School Readiness Web page will lists interventions for children age 3–5 that are intended to improve children's readiness for school (for example, cognitive development and early literacy skills). All reviewed programs have preschool curriculums and training materials. The review will include research that assesses intervention effectiveness for children with disabilities and English language learners.

ADDITIONAL RESOURCES

■　　*Curriculum Review Criteria/Recommended Curricula* (2004), prepared by the Curriculum Review committee for the More at Four Pre-Kindergarten Program, North Carolina Department of Education, enumerates the seven criteria used for reviewing the curricula that were suggested by programs applying for the More at Four Pre-kindergarten Program in North Carolina. Five curricula were recommended for approval, although some were approved with reservations. The approved curricula are *Bank Street*, *Bright Beginnings*, *Creative Curriculum®*, *High/Scope®*, and Montessori. This resource is available on the Web at http://www.governor.state.nc.us/Office/Education/_pdf/CurriculumReviewRecommendedCurricula.pdf.

■　　*Georgia's Pre-K Program Approved Curriculum Models: Quick Reference Sheet* (2004), prepared by Bright from the Start: Georgia Department of Early Care and Learning, is a table with information on contact information, history, characteristics, training provisions, and assessment for the following curricula models: *Bank Street*, *Creative Curriculum®*, *High Reach®*, *Learning*, *High/Scope®*, *Montessori*, and *Scholastic Workshop*. Additional information is available from Bright from the Start at http://www.decal.state.ga.us/default.aspx.

■ *The Catalog of School Reform Models: First Edition* (June 2004), developed by the Northwest Regional Educational Laboratory (NWREL) in collaboration with the National Clearinghouse for Comprehensive School Reform (NCCSR) at the request of the U.S. Department of Education, contains descriptions of 67 models, including 33 entire-school reform models and 34 skill- and content-based models (reading, math, science, and other areas). Criteria for selecting models included evidence of effectiveness in improving student academic achievement, extent of replication, implementation assistance provided to schools, and comprehensiveness. This resource and additional information are available on the Web at http://www.nwrel.org/scpd/catalog/index.shtml.

■ "EC Curriculum Models: Why, What, and How Programs Use Them" (January/February 2004), in *Child Care Information Exchange*, by Diane Trister Dodge, has information about the use of curricular models in early childhood programs. Additional information is available on the Web at http://www.ccie.com.

■ *Head Start: Curriculum Use and Individual Child Assessment in Cognitive and Language Development* (September 2003), by the U.S. General Accounting Office [now the U.S. General Accountability Office(GAO)], formally conveys information provided during briefings on May 15, 2003 and June 6, 2003 to staff of the House Committee on Education and the Workforce. It reports on the extent to which Head Start programs have made progress in meeting performance standards for cognitive and language development; the extent to which local Head Start programs' use of curricula has changed since the performance standards for children's cognitive and language development were issued; and the extent to which local Head Start programs have used teacher mentoring and individual child assessments to support curriculum planning. Two specific curricula that are discussed are *Creative Curriculum*® and *High/Scope*®. The report GAO-03-1049 is available on the Web at http://www.gao.gov/new.items/d031049.pdf.

■ *The Effect of Participation in HighReach Learning Curriculum on Students' Kindergarten Assessment Scores* (2003), by Bruce T. Yelton, Linda Driscoll, Mary E. Logue, and Stephen K. Miller, for Praxis Research Inc., for HighReach® Learning, Inc., studies the *HighReach® Learning (HRL) Curriculum* for pre-kindergarten and its relationship to educational achievement. This study hypothesized that literacy and mathematic achievement levels of children from schools that used HRL would be equal to or higher than children from schools utilizing other curricula. This resource is available on the Web at http://www.highreach.com/pdfs/ExecSumBW.pdf.

■ "Three Approaches from Europe: Waldorf, Montessori, and Reggio Emilia" (Spring 2002), in *Early Childhood Research & Practice* Vol. 4, No. 1, by Carolyn Pope Edwards, provides a brief comparative introduction of the Waldorf, Montessori, and Reggio Emilia approaches to early childhood education and highlights several key areas of similarity and contrast. In each approach, children are viewed as active authors of their own development and are strongly influenced by natural, dynamic, self-righting forces within themselves, which opens the way toward growth and learning. However, there are differences at the principle and strategy levels. Underlying the three approaches are variant views of the nature of young children's needs, interests, and modes of learning that lead to differences in the ways that teachers interact with children in the classroom, frame and structure learning experiences for children, and

observe/document children's progress. This resource is available on the Web at
http://ecrp.uiuc.edu/v4n1/edwards.html.

■   *Tools of the Mind: A Case Study of Implementing the Vygotskian Approach in American Early Childhood and Primary Classrooms* (2001), by Elena Bodrova and Deborah J. Leong, published by UNESCO: International Bureau of Education, presents a case study of the Tools of the Mind project. It describes the development and piloting of the project, including the creation of the Early Learning Advisor, a computerized assessment system, which provides direct advice to teachers on the developmental levels of their individual students, and gives them suggestions about how to apply the innovative teaching concepts in their daily work in the classroom. This project used the Vygotskian approach to create a series of tools or strategies for teachers to use in supporting the development of early literacy, including meta-cognitive and meta-linguistic skills as well as other foundational literacy skills. The monograph also discusses an empirical evaluation of the project, which revealed that the strategies had a positive effect on literacy achievement in young children. This resource is available on the Web at
http://www.ibe.unesco.org/International/Publications/INNODATAMonograph/inno07.pdf.

■   *Into Adulthood: A Study of the Effects of Head Start* (August 2000), published by High/Scope® Press, describes a long-term study of a Head Start program in the 1970's that was part of the National Planned Variation Head Start Project. The study examined the effects of Head Start programs that used the High/Scope® educational approach. Using this approach, teachers set up the classroom and the daily routine to encourage children to initiate their own learning. Children who attended Head Start classes that used this approach rather than the standard Head Start curriculum of the time had a significantly higher grade point average throughout their schooling and experienced half as many criminal convictions by age 22 than their counterparts did. A summary is available on the Web at
http://www.highscope.com/research/HeadStartStudy.htm.

■   "The Role of Curriculum Models in Early Childhood Education" (August 2000), an *ERIC/EECE Digest*, by Stacie G. Goffin, examines the history and types of early childhood curriculum models, comparative evaluations, and the quandary that use of specific curricula present to the early childhood professionals. This resource is available on the Web at
http://ceep.crc.uiuc.edu/eecearchive/digests/2000/goffin00.html.

RESOURCES ON CHILDREN WITH SPECIAL NEEDS

■   *Adapting Curriculum and Instruction in Inclusive Early Childhood Classrooms (1997; revised 2004)*, by Alice Frazeur Cross and Susan D. Dixon, published by the Early Childhood Center, Indiana Institute on Disability and Community, Indiana University at Bloomington, provides a specific process and nine types of adaptations for modifying for individual children and for specific settings, and provides a conceptual planning model for developing adaptations appropriate for all young children, including those with identified disabilities, those who are at risk, or those who could benefit from enriched curricular options. Additional information is available from the Early Childhood Center at 812-855-6508 or on the Web at
http://www.iidc.indiana.edu/ecc/products_curriculum.htm.

■   *Including All of Us: Caring for Children with Special Needs in Child Care Settings: A Manual for Child Care Providers* (October 2000), by Betty Z. Bassoff, Kim Rivero-Frink, and Mary McAllister Shea, published by San Diego University: The Mainstreaming Project, presents a course for child care providers to teach them how to care for children with special needs. Module I presents an introduction to caring for children with special needs in a child care setting. Module II concerns motor development. Module III concerns social-emotional development and behavioral issues. Additional information is available from San Diego State University Graduate School of Public Health, Maternal and Child Health Division, at 619-594-6317.

ADDITIONAL INFORMATION

■   "Preschool Curricula to Address Challenging Behaviors" (updated June 2004), by NCCIC, includes information on selected curricula that are research based and have been shown to be effective in reducing challenging behaviors of students in preschool settings. This resource is available by contacting NCCIC at 800-616-2242 or e-mail info@nccic.org.

The National Child Care Information Center does not endorse any organization, publication, or resource.

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